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ABSTRACT

This booklet describes the Stark County (Ohio) rationale and efforts to establish a citizenship education and law-related education (LRE) curriculum for grades K-12. Three implementation goals are described and include time lines to: (1) institutionalize LRE (including a summer institute for preparing a citizenship curriculum and selecting resources); (2) increase educators' LRE competencies; and (3) initiate improvements in students' citizenship skills. Long-range goals include: (1) improving textbook correlation with the citizenship LRE curriculum; (2) developing and integrating improved evaluation techniques; and (3) instituting special programs about local government. Appendices include: (1) profiles of key persons and their roles in designing and implementing a LRE model; (2) lists of committee members and participants in the summer institute; and (3) selected institutionalize LRE (including a summer institute for preparing a citizenship curriculum and selecting resources); promotional materials; (4) a review of core instructional materials; (5) an annotated bibliography of selected audiovisual materials; and (6) citizenship/LRE program evaluation forms. (JHP)

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THE STARK COUNTY DEPARTMENT OF EDUCATION

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"A democratic form of government, a democratic way of life, presupposes free public education over a long period; it presupposes also an education for personal responsibility that too often is neglected."

Eleanor Roosevelt, January 1942

This handbook was developed and printed thanks to the generous support of the Commission on the Bicentennial of the U.S. Constitution, Education Grant Program.

STARK COUNTY DEPARTMENT OF EDUCATION

Dr. M. Herman Sims
Superintendent

Written and edited by Cathy Burwell and Mary Cain.
Photographs, except as otherwise credited, by Marshall Holmes.

"As the patriots of Seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and Laws let every American pledge his life, his property, and his sacred honor."

Abraham Lincoln, January 1837

Dedicated to the memory of Richard A. Oriole, whose research and guidance in the early phases of this project helped his colleagues to realize its potential.

ABSTRACT

"It is fairly easy for principals and superintendents to affirm their belief that schools provide teaching and learning resources to develop good citizens. It is not so easy to define the terms, to establish learning objectives and procedures, and to assess the outcomes, " states a 1987 publication of the American Association of School Administrators. Stark County (Ohio) Schools has expressed a renewed dedication to this "not so easy" task by launching a multi-year plan to foster citizenship/law-literate students at all grade levels.

Key to the success of this effort, now in its eighteenth month are: (1) shared sponsorship; (2) identification and adoption of exemplary programs; (3) integration of special programs into the regular curricula; and (4) active, hands-on involvement of the students.

Stark County Schools administrators have utilized federal grant monies and have, where possible, relied on materials already available through the Ohio Attorney General's office, the Ohio State Bar Association, and the Mershon Institute of the Ohio State University. In a similar spirit, we have developed a practical, how-to guide that will give other districts the opportunity to replicate all or parts of our program.

By sharing sponsorship of the program--with the Stark County Family Court; University of Akron, School of Law; 16th Congressional District office; Ohio Mock Trial directors; League of Women Voters; Greater Canton Chamber of Commerce and others--we have accessed a large pool of creative energy and initiated a comprehensive K-12 program that is cost effective. By involving teachers and administrators from city districts. and private and parochial schools as well as our own twelve local districts (the largest local school system in Ohio), we have assured that this program will meet with wide community acceptance and enthusiasm.

MY COUNTRY 'TIS OF "THESE"

No, the title isn't a misprinted verse from "America the Beautiful." It's the premise of Stark County Schools' how-to guide for designing and implementing a law-related/citizenship education strand into the K-12 curriculum.

The song--"My country tis of thee, sweet land of liberty, of thee I sing"-- is still routinely taught, but the meaning behind the song is dimmed by students' lack of knowledge about our process of self-government. The developers of this program feel that our country, our democracy, our quality of life, our quality of education is only as strong as "These," our young citizens.

Our motive in this guide is not to analyze the causes of or to fix blame for the widely recognized decline of citizenship skills among young Americans. Rather our purpose is to outline our rededication to the fundamental goals of America's public education system and the steps we have taken to bring our students greater knowledge, understanding, and commitment to democracy and the rule of law.

Before proceeding to detail the various steps taken by Stark County Schools to implement this program, let us briefly examine the current role citizenship instruction generally plays in most American schools.

"Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained."

James A. Garfield

20th President, in his acceptance speech for the nomination as President.

A 1979 report issued by the Education Commission of the States offers this historic overview:

> Originally, in the public school concept, citizenship education was the primary focus of all education; by the mid-19th century, it had become identified with the social studies--particularly the civics class--and thus was treated more as a special area of study, or a "course," rather than a total school purpose. Then after Sputnik came a high emphasis on scientific methods, with resultant reduction of interest in the socialization processes. Even some social scientists felt that "citizenship" was not an intellectually worthy goal of education. During the same period, the trend toward electives as well as a general broadening introduced many competing subjects and courses. Thus, from being an overall priority concern, citizenship education was gradually relegated to a single discipline--a few courses; and then those courses were submerged in the proliferation of interests and concerns taken on by the school.

Similarly, a poll conducted by the American Association of School Administrators in 1986 revealed that lack of time and curricular mandates are the chief stumbling blocks to implementing a comprehensive citizenship education program.

According to **Citizenship Goal of Education**, published in 1987 by that same Association, "The crowding of the school agenda, to make way for courses urged by various groups, was probably the key factor in the decline of citizenship . . . The unfocused nature of citizenship as an academic subject made it difficult for a school to know what should be taught. Unlike most other subjects, civic education is not neatly packaged in a single class or sequence. It is diffused, difficult to quantify and identify with precision." Not surprisingly then, the early 1980's produced a proliferation of critiques about the quality of citizenship education in American schools. Like most other states, Ohio found itself with serious gaps--with only one percent of its public and private schools even partially involved in a law related curriculum according to an Ohio Bar Association survey.

Similarly, the Educational Services Institute of Cincinnati reported in 1981, after reviewing 100 of Ohio's public school systems, that less than 25% included any comprehensive study of law-related issues. The Institute's report concluded that because law-related content exists almost exclusively at the upper senior high school level, as many as one-fourth of Ohio's ninth graders drop out before they receive any law-related instruction. For those who remain through graduation, electives options allow many to get by with only minimal knowledge of the workings of their government or legal system.

Another telling discovery came from an early 1980's study by the University of Cincinnati's Center for Law-Related Education. It found that no law-related course work is required for elementary or secondary teacher certification programs in Ohio. And even those teachers who wish to incorporate citizenship or law-related studies into their classrooms are at a disadvantage because, according to the Educational Services Institute, 87% said they could locate no suitable, ready-made teaching materials.

Although most schools perform evaluations of curriculum on a cyclical basis, critical studies such as those cited above resulted in a renewed era of self analysis for many school districts. In Stark County Schools, these national and state critiques served as the impetus to improve the quality of local citizenship/law-related education (LRE) both by strengthening and expanding existing programs and by initiating new ones. Directors of both the curriculum and management divisions, working through established social studies personnel, set about the search for a solution.

Recognizing that many citizenship materials will be "difficult to quantify" and will not lend themselves to objective testing or convergent questioning, the Stark County K-12 model emphasizes the development and use of analytical skills in studying rules and responsibilities, the Constitution, and other law-related topics.

Additionally, a "hands-on" approach favoring active student involvement is encouraged throughout the K-12 curriculum--a strategy designed to help students relate their lessons to their everyday life. This emphasis on relevance to the students' real world activities helps to ensure that they will retain and use the citizenship information and skills which they learn.

As Project Coordinator James Martin stated at the outset, "This program will complement existing social studies programs. It will enliven the curriculum and make it relevant, so kids can see their role in a democratic society.

Balancing our renewed commitment to citizenship education with an awareness of the potential impediments--crowded school schedules, the need for cost efficiency, the constraints of mandated courses of study--this how-to guide demonstrates how Stark County's exemplary program can be replicated in school districts of various types and sizes.

What goals does such a program set for students? From the earliest foundations in public education the goals of citizenship education have been two-fold: promote patriotism and promote the concept that following rules contributes to the welfare of self and others. Consequently, the two aspects of their citizenship education remembered by many adults are the daily recitation of the Pledge of Allegiance and the report card checkmarks in "deportment" reflecting their ability to "work and play well with others." These concerns are still vital.

Today, however, our students' focus must be not merely on following the forms of good citizenship, but on understanding its basis: Why has the American Constitution proven to be such a timeless document? What do rules and laws have to do with the "Pursuit of Happiness" promised in the **Declaration of Independence?**

In the words of Dr. David Naylor, author of **Learning About Responsibilities**, a publication of the Ohio Bar Association used in the model program: "To function

successfully in our society, children and adults need to acquire a knowledge of the nature, purposes, and requirements of rules and laws and to develop a willingness to shape their behavior in accordance with them."

To that end, Stark County Schools Superintendent, Dr. M. Herman Sims,charged his staff to set in motion a multi-year plan. We have heard, he said, "a mandate echoed in many public opinion polls--improve citizenship skills. We responded by creating and delivering an exemplary model we'd like to share with Ohio and the nation."

A Narrative of the "Exemplary Model" for a Law-Related Curriclum for Grades K—12 Stark County Schools

Stark County was fortunate to have been designated a pilot center for elementary law-related education as early as 1983. Family Court (Division of Domestic Relations and Juvenile) Judges W. Don Reader and Robert Mylett had spearheaded this effort and hired Helen Stavrakis, a veteran teacher, to promote and coordinate the program in elementary grades two through five. This court initiated program sought and received the backing of school superintendents in six pilot districts--the city school districts of Canton, North Canton, Alliance, Louisville and Massillon and Perry Local Schools of the Stark County Local system.

Initially, instructional materials--developed by Dr. David Naylor, Executive Director of the Center for Law-Related Education at the University of Cincinnati, Department of Education--were selected for the pilot program and furnished without charge through the support of the Ohio State Bar Association. Inservice and follow-up sessions were conducted by Helen Stavrakis, and the reception extended by teachers, students, parents, and community members was enthusiastic. From January 1983 through June 1986, more than 7,000 second through fifth graders from 36 elementary schools had participated in the program.

No similar comprehensive program had been tried or proposed in the county's middle schools or junior and senior high schools. While it was known that aspects of citizenship and law-related education were a part of the standard social studies curricula for these older students, the Stark County Schools administration wished to learn more about the depth and quality of instruction in these social studies areas. In the fall of 1986, the county social studies committee conducted both teacher and student needs assessments to ascertain whether such a project should be attempted.

From October 1986 through January 1987, members of the County Social Studies Committee conducted an overall needs assessment including a 50 question survey and individual tape recorded interviews. In all, 220, teachers plus a random sample of secondary students offered input regarding the status of citizenship/LRE in the Stark County Local Schools and how they would like to see it changed and improved. While the majority of the county's curricula offered students adequate instruction in the democratic process, several common weaknesses were also reported. Among the needed improvements cited by teachers:

> ***"If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."***
> *Thomas Jefferson*

* Ninety percent of those surveyed indicated that course material should offer students a chance to examine personal and social values pertaining to the way they are governed.
* Seventy-eight percent felt that course material should do more to encourage students to become active participants in the civic affairs of their communities.
* Eighty-eight percent said that methods should be developed to encourage more active inquiry into government-related lessons.
* Seventy-two percent stated that improvements in citizenship education for the primary grades should be centered around the students' immediate environment--self, home, school and community.
* Ninety percent indicated that social studies programs should demonstrate the relationships between local and global issues of government.
* Sixty-eight percent stated that there should be more emphasis on citizenship and law-related concepts in the social studies curriculum.

Clearly then, Stark County's teachers favored and would support an initiative like the one planners had envisioned. And the observations of students interviewed even more pointedly supported the need for a new focus in social studies education. A majority of students polled adhered to the importance of studying America's political system, but complained that emphasis was too seldom contemporary or analysis-oriented. As one Northwest High School student put it, "memorizing dates does not relate to our society today." A Perry High senior concurred with the often repeated criticism that in social studies "[we do] more memorizing than other learning."

Coupled with the results of the needs assessments, the success of Perry Local Schools' experience in the Family Court program provided the administrators of Stark County Schools with the initial field experience necessary to launch a countywide effort to design and deliver a comprehensive curriculum package for grades K-12. Curriculum improvements could be incorporated with additional field testing and research to be conducted through 1987. Stark County's addition of the citizenship/LRE curriculum strand coincided with their regular 7-year revision cycle for evaluating and updating the social studies courses. The effort also complemented the Ohio Department of Education's 1989-90 plan to establish a state wide proficiency test for citizenship skills.

As a result of their determination that they had both need and support for the project, county school administrators applied for and received a special $74,000 federal grant awarded as part of the Bicentennial of the Constitution and Bill of Rights initiative of Congress and the U.S. Department of Education. The grant was dually awarded to Stark County Schools and the University of Akron, School of Law with the provision that the comprehensive K-12 citizenship/law-related program to be developed would be documented for distribution and easy replication by any school district, statewide and nationwide. Additionally, the county schools pledged another $3,000 in in-kind services such as secretarial support, instructional supplies, printing, photocopying and computer services.

It was determined that, following further extensive field testing to determine the "appropriateness and usefulness of objectives, activities and materials," the Stark County program would be reviewed by the Ohio Department of Education for future inclusion in the National Diffusion Network. This action is still pending.

The selection of Stark County by the U.S. Department of Education made it one of only 12 organizations nationwide, which were chosen to serve as model resource sites. Stark County Schools is the largest county district in Ohio with more than 37,000 students attending in twelve local districts and a vocational school--Canton South, Fairless, Jackson, Lake, Marlington, Minerva, Northwest, Osnaburg, Perry, Plain, Sandy Valley and Tuslaw and the R.G. Drage Career Center.

Although these thirteen units have diverse curricula, their practice has been to base programs on prototype models developed through a cooperative county process and adapted to local priorities and teaching styles. Such was the case with this program as well. The finished program will be incorporated, with minor revisions made by the local districts to suit their individual needs. By the end of the 1987-1988 school year, the new citizenship/LRE curriculum will have impacted upon students and educators, countywide. Information, materials and services are also shared with the county's private and parochial schools.

County administrators quickly forged working partnerships with the Stark County Family Court, the district Congressional office, the Ohio and Stark County Bar Associations, League of Women Voters, Greater Canton Chamber of Commerce, local teacher training institutions and others. A local Advisory Committee was formed. (See Appendix B for all committees). In October 1986, C. Scott Romans, Management Division Director and Staff Counsel for the Stark County Department of Education assumed the directorship of the grant program. Two coordinators were appointed --James Martin, the Coordinator of Social Studies for the Stark County Schools, and J. Dean Carro, an Assistant Professor and Coordinator of the Legal Clinic at the University of Akron, School of Law.

Romans, Martin and Carro, in conjunction with the administrators of the twelve local school districts, articulated a series of long-term and short-term goals, with Goal 1 being "to institutionalize a K-12 citizenship/law-related education (LRE) program in all school districts in Stark County." The principal task associated with Goal 1 was the establishment of priorities for the design of a course of study and curriculum guide. Two subordinate tasks included the identification of curriculum objectives and attainable citizenship skills.

GOAL 1: TIME LINE TO INSTITUTIONALIZE LAW-RELATED EDUCATION IN THE COUNTY'S RECOMMENDED CURRICULUM

---In October 1986 the project director and coordinators organized a Curriculum Directors' Planning Committee to design an implementation plan and schedule. Those members included the project director and two program coordinators, the curriculum director for the Stark County Department of Education, the Family Court educator, a principal, a director of elementary education, and two assistant superintendent/curriculum directors, representing five of the twelve affected local districts.

---Also in October 1986, a Teacher Development Committee was organized, comprised of the project director, the coordinators, the Family Court educator, three elementary teachers, three secondary teachers and a social studies supervisor, again representing various locals. Additionally, the following consultants were enlisted as resource persons for the Teachers Development Committee: Richard Remy of the Mershon Institute of the Ohio State University, Debra Hallock Phillips and Sue Hunt McNaghten, both of the Ohio Mock Trial Program and the Ohio State Bar Association; Kent Minor, a social studies consultant from the Ohio Department of Education; Betty Head of the Ohio Attorney General's Office.

---From October 1986 through June of 1987, local curriculum directors project coordinators, LRE consultants and Summer Institute members worked to identify, consolidate and document K-12 program goals, program objectives, subject objectives, and citizenship/LRE competency skills.

---From March 1987 through May 1987, Coordinator Martin, with the cooperation and guidance of the county schools' fifteen curriculum directors, identified participating districts and determined the grade levels at which they would pilot the countywide program during the 1987-1988 school year.

---In May and June 1987 the foundation was laid for the Summer Institute for Development of Citizenship Curriculum and Selection of Supplemental Resources (Summer Institute). This committee was charged with the responsibility to identify K-12 citizenship skills; prepare lesson plans and activities where needed; reference skills and objectives of the social studies programs currently in use; conduct a student-related needs assessment; and collect and evaluate existing LRE materials and programs. Chaired by Coordinator Martin, the Summer Institute was comprised of 21 elementary teachers and 9 secondary teachers.

---From January 1987 through June 1987, Coordinator Martin had collected information and print materials on existing citizenship/LRE programs (See Appendix D, "Synopsis of Core Instructional Materials.")

---In June 1987, a five-day intensive Citizenship/LRE Summer Institute was held at Malone College. There Coordinator Martin and 30 Summer Institute members compiled and wrote the first draft of the curriculum strand for the comprehensive K-12 program. Later the Summer Institute members met again to select for review exemplary multi-media materials to support the curriculum.

---From September through December 1987, the County Social Studies Committee met to revise the county's graded course of study. The citizenship/LRE program and subject objectives developed during the Summer Institute were added to the revised document.

GOAL 2: TIME LINE TO INCREASE THE NUMBER OF EDUCATORS WHO ARE LAW-RELATED COMPETENT

The two principal objectives for Goal 2--the instruction of Stark County educators in the concepts of citizenship/LRE, and the instruction of administrators and teachers on how to incorporate LRE within their existing social studies curricula and lesson plans--were achieved through inservice sessions for administrators and teachers.

---From October through December 1986, goals for inservice training were developed by the project director, program coordinators, expert consultants, and Teacher Development Committee members. During that same time period, initial contacts with potential inservice speakers and facilitators were made, and available training programs were identified. A check of local teacher training institutions resulted in a joint agreement with Ashland and Malone Colleges to offer two semester hours of credit to teachers who would complete each of four inservice sessions.

---By December 1986, Coordinators Carro and Martin had identified and received commitments from the experts who would instruct the five needed inservice sessions: one orientation session to be held for local administrators and four instruction sessions to be held for teachers and curriculum directors.

Additionally, training packets were compiled for inservice participants by the coordinators with the advice of the consultants. Most instructional materials were donated in quantities sufficient for all inservice participants--160 elementary teachers and 96 secondary

teachers (See Appendix D, "Synopsis of Core Instructional Materials.")

Among the printed materials available for elementary were **Rules, Rules, Rules** for second grade teachers; **Responsibility and You** for third grade teachers; **Learning About Law** for fourth grade teachers; and **Learning About Responsibilities** for fifth grade teachers. All elementary materials were donated by the Ohio State Bar Association with the assistance of Helen Stavrakis, the Family Court educator. Curriculum strands for kindergarten, first and sixth grade students were set to be developed later during the Summer Institute in June of 1987.

Printed materials available for secondary teachers included **Practical Politics** for teachers of grades 9–12; **Practical Law in Ohio** for seventh grade teachers; and **Ohio Mock Trial Program** for teachers of grades 7-12. A selection of video tapes to accompany the Mock Trial materials were also made available. All three were provided by Ohio Attorney General Anthony J. Celebrezze, Jr.'s office. Other printed materials for high school teachers included **Lessons on the Constitution** for grades 8, 11 and 12 purchased from the Mershon Institute of the Ohio State University, and the **The Law and You**, from the Ohio State Bar Association.

---In December 1986 the first inservice, a two-hour joint overview session which dealt with the rationale for citizenship/LRE, was held for superintendents, and elementary and secondary administrators. Elementary administrators heard an address by Dr. Naylor, entitled "An Exemplary Elementary Citizenship and Law-Related Project." The introduction offered to secondary administrators was entitled "Exemplary Secondary Programs and Implementation Strategies," and was presented by Coordinators Carro and Martin. Fifty-eight building and central office administrators attended, including representatives from all twelve locals and the joint vocational school.

---In January 1987, Coordinator Martin announced the inservice schedule. Four pamphlets were produced to encourage participation and were mailed to social studies teachers in the twelve locals, the joint vocational high school, and the private and parochial schools in the county. (See Appendix C, "Promotional Materials.") Participation was on a voluntary basis. Inservice sessions for secondary teachers were held after school; those for elementary teachers were held Saturday mornings.

---From February through May 1987, three inservice topics were offered for secondary teachers. Each topic was taught in two to four classes of three hours each --- "Practical Law in Ohio," in four sessions; "Ohio Mock Trial" in two sessions; and "Lessons on the Constitution" in four sessions. Elementary inservice sessions were held one Saturday a month for four months. Participating elementary and secondary teachers were responsible for field testing materials between sessions.

Inservice sessions were considered crucial to the successful implementation of the citizenship/LRE curriculum, but in light of the many competing demands on teachers' time it was deemed valuable to offer two incentives--a stipend provided from the federal grant funds and the option of receiving two college credit hours at reduced tuition for the completion of each inservice unit, excluding the one-time administrative session. These reduced-tuition credits were made possible through a cooperative agreement with Ashland and Malone Colleges whereby Coordinator Martin offered his services as Adjunct Professor, handling all the administrative and some teaching duties for the sessions.

Another new program, not publicized by its developers until spring of 1987, was the National Bicentennial Competition on the Constitution and Bill of Rights. Funded by an Act of Congress, this nationwide program distributed ten free sets of classroom teaching and evaluation materials to interested high school teachers in each Congressional District. At the request of Congressman Ralph Regula, Director Romans became 16th District chairperson. He and Coordinator Martin contacted principals and social studies department heads throughout the four-county district and held an orientation session. Subsequently, ten more sets of materials were purchased so that twenty teachers in thirteen different schools could take part. Both city and non-public schools were included in this effort as well.

---In June of 1987 a second offering of educational grants became available as a part of the Bicentennial of the U.S. Constitution celebration. Stark County Department of Education personnel, who had been conducting this effort as an adjunct to their regular duties became aware that if the program were to continue to expand a special coordinator for citizenship/LRE matters would be needed. Application for funding was made in July 1987 with notification of this second award coming from the U.S. Department of Education in September. A search was initiated, and the coordinator, Cathy Burwell, was hired in November.

---In August and September 1987, inservice training packets were re-evaluated by Director Romans, Coordinators Martin and Carro, and all inservice participants. (See Appendix F, "Evaluation Formats.") Training packets were revised as needed.

GOAL 3: TIME LINE FOR INITIATING IMPROVEMENTS IN STUDENT CITIZENSHIP SKILLS

The countywide law-related education program began its classroom implementation phase during the first semester of the 1987-1988 school year.

Four subordinate objectives were set: (1) to inform students of their duties in a democracy; (2) to enhance character development of students; (3) to increase student involvement in school, community and governmental activities; and (4) to familiarize students with the documentary sources of American democracy.

With a commitment to using the hands-on or first hand approach, classroom activities were divided into four steps: (1) expose students to democratic values using the newly-prepared curriculum guide and giving special attention to areas identified as competency objectives; (2) expose students to people who possess exemplary character traits and serve the community in a leadership or service-related role; (3) provide opportunities for students to participate in school, community, or government activities; and (4) instruct students as to the origin, development and interpretation of documents related to the democratic process such as the **Constitution**, the Federalist Papers and **Declaration of Independence**.

During the 1987-1988 school year, the ongoing elementary program for grades two through five is being continued and expanded. The Family Court Educator will continue to conduct initial teacher inservice sessions in each of the remaining local districts that have not yet achieved full implementation. However, bi-weekly follow-up sessions will now become the joint responsibility of the Family Court and Stark County Department of Education personnel. Costs of teacher training packets will likewise be shared. This will also allow for the expansion of the program into the county's Catholic parochial schools during 1988-89.

At the middle school/junior high level, Stark County is now one of the most active in the state in incorporating textual materials and classroom formats from Attorney General Celebrezze's **Practical Law in Ohio**. Thus far, 39 teachers have received a formal introduction to this program--including a representative from each of the twelve local districts and one parochial school--and all school library media centers now house sets of the materials. The resource directories specific to our community, and guide lines for inviting resource persons, simplify the teachers' task of broadening students' direct exposure to key state and local decision makers.

Lessons on the Constitution continues to be used in the classrooms of the 35 teachers who attended the inservice sessions based upon it.

Participation in the **Ohio Mock Trial** program, designed to "improve basic skills such as listening, speaking, reading and reasoning," involves students each year in a realistic question of Constitutional rights and responsibilities. It has made great strides in Stark County during the 1987-88 school year. Attendance at teacher training workshops sponsored by the Ohio Bar Association experienced a significant increase over the previous academic year, and a greater number of teachers who did not choose to enter the inter-scholastic competition are now finding ways to expand the use of the program in their classrooms.

The National Bicentennial Competition on the Constitution and the Bill of Rights includes a plan for a fully orchestrated Mock Congressional Hearing to be used either as an inter-scholastic or in-class experience.

Students and teachers have worked with these materials throughout the fall semester of 1987, and the 16th Congressional District competition was held on January 30, 1988. Funding sources to allow the purchase of bicentennial materials for all high schools are currently being sought, and an interest survey regarding the participation of elementary and middle school students--materials to be available during the summer of 1988--was conducted in early January 1988.

TIME LINES FOR THE FUTURE

GOAL 4: TO IMPROVE TEXTBOOK CORRELATION WITH CITIZENSHIP/LRE CURRICULUM STRAND

The cyclical process of curriculum review and revision in Stark County schools is typically followed in the next academic year by a screening and evaluation of textbooks. The County Social Studies Committee screens approximately a dozen offerings from textbook publishers, examining them in light of the objectives built into the course of study the previous school year. During the 1988-89 screening, support for and correlation with the citizenship/LRE strand will be an important criterion in their judgement of the various textbook series. After hearing presentations and asking questions of textbook representatives, the committee will present their final choices to the Stark County Board of Education for their approval.

Approved textbook series may then be adopted by the various locals as their budgets and local needs dictate. Subsequent years of the curriculum development process will include development and publication of a correlation guide, linking special programs and resources to units or chapters of the textbooks ultimately chosen by the twelve districts. An excerpt from such a correlation guide, prepared by the Center for Civic Education for their Bicentennial of the Constitution text, **We the People** appears in Appendix D.

GOAL 5: TO DEVELOP AND INTEGRATE IMPROVED EVALUATION TECHNIQUES FOR ACTIVE, PARTICIPATORY CITIZENSHIP TEACHING METHODS

Although some objective evaluation is used in the five core programs thus far initiated, the citizenship/LRE program has committed itself to the support and development of more affective evaluation tools including, but not limited to: pre and post-tests indicating attitudinal change; students' evaluations of guest speakers; journals of citizenship activities; credit for group project participation and essay examinations which would require students to use analytical skills in relating current and future events to the documents and policies at the foundation of our democratic society.

Two evaluation models have been discovered and incorporated at this point. One is the attitudinal differential pre and post-tests used by Family Court Educator Stavrakis (Appendix F). Secondly, teachers taking part in the 1987-88 Ohio Mock Trial program have also been provided with affective evaluation techniques in an "Instructor's Manual," developed by master teacher John Quinn of Mount Gilead High School. Quinn suggests the assignment of detailed student notebooks--with analysis of case strengths and weaknesses for both parties, development of strategies, and preparation of arguments among the elements included. Evaluation of the notebooks and of class and small group discussions should, in Quinn's words, take into account "creativity, relevance and practicality of [the student's] suggestions and responses" and should identify "students who contribute to completion of tasks, who share in group work, and keep the group moving" as well.

GOAL 6: TO STRENGTHEN COORDINATION OF LIBRARY MEDIA RESOURCE STAFF INTO CITIZENSHIP/LRE PROGRAMS

Beginning with a survey of citizenship/LRE holdings in Stark County Schools' sixty-nine building library/media centers and the Area Media Center at the Edgefield Annex in spring of 1988, a plan will be instituted to strengthen ties between librarians and classroom teachers. New ways will be sought to aid these educators as they help students to participate in research projects, external reading projects and individual extracurricular events related to government and the law. Inservice workshops for library media resource staff members will be conducted during the summer of 1988 and/or the 1988-89 school year. Citizenship/LRE materials for the county's new Teacher Tech Center are also being researched, and sources of funding for these future projects are being explored.

GOAL 7: TO INSTITUTE SPECIALTY PROGRAMS ON LOCAL GOVERNMENT

Although it is widely recognized that an individual's assertive exercise of constitutional rights can have greater effect at the local level of government than at either the state or national level, local government affairs generally attract the lowest percentage of participation. In an effort to reverse that trend among the students who will be tomorrow's voters, the Stark County Department of Education hopes to launch programs in the 1988-90 school years which will combine professional inservice workshops, student internships in local government offices, leadership development activities, a speakers' bureau and development of computer courseware all focused on local government. Middle school and junior high grades will be the first target of this plan.

Appendix A

Profiles of Key Personnel and their Duties In Designing and Implementing an Exemplary Model for Law-Related Education

Stark County Superintendent - M. Herman Sims

Dr. Sims has consistently provided the progressive educational leadership which fosters innovative programs like this one in citizenship/LRE. He has served as superintendent of Ohio's largest county school system since 1979. Previous positions include: State Director for Elementary and Secondary Education for the Ohio Department of Education (1977-79); district Superintendent for Madison Local Schools in Lake County, Ohio (1976-77); Assistant Superintendent and Curriculum Director of Wyoming City Schools near Cincinnati (1966-76); and principalship and teaching posts with schools in Montgomery and Mercer Counties (1961-66). Dr. Sims holds his doctor's degree in education administration and business management as well as a master's degree in curriculum development from Miami of Ohio University; his bachelor's degree in philosophy is from Athenaeum of Ohio.

Grant Director - C. Scott Romans

The grant director was responsible for writing the original grant requesting the federal funds. Once awarded, he was responsible for overseeing grant implementation as well as any communications with the U.S. Department of Education. Dr. Roman's background includes a degree in law from the University of Akron and a doctoral degree in educational administration from Kent State University where he also received bachelor's and master's degrees in administration, English and history. Since 1985 he has served as Director of Management Division and staff counsel for the Stark County Department of Education.

Grant Coordinator - James Martin

Mr. Martin was responsible for implementing the total grant. This included planning the time frames; establishing the planning committees; coordinating with the universities and courts; planning, promoting and executing the inservice programs; promoting the program to the various school districts and the community at large; managing the budget; and conducting evaluations. Mr. Martin's background includes a master's degree in secondary education from the University of Akron and a bachelor's degree in comprehensive social studies from Kent State University. He is certified as a local superintendent, curriculum specialist, K-12 supervisor and secondary administrator. Since 1970 he has served the Stark County Department of Education as Supervisor of Social Studies Curriculum Services.

Family Court LRE Coordinator - Helen Stavrakis

Responsible for conducting inservice and follow-up training sessions, distributing materials and arranging guest speakers and field experiences for teachers conducting the initial semester of the elementary citizenship/law-related program, Mrs. Stavrakis has coordinated this program for the Stark County Family Court in cooperation with the Ohio Bar Association since 1982. She earned her bachelor's degree in elementary education from the Ohio State University, and has 17 years teaching experience in public and private schools in Ohio and Florida.

Grant Coordinator (Post Secondary) - J. Dean Carro

Responsible for coordinating the role of the University of Akron, School of Law before and during the grant implementation, Mr. Carro provided guidance in initial planning and program design and secured instructors for the inservice sessions for middle school and high school teachers. He holds a juris doctor's degree from the University of Akron where he has served as assistant professor and director of the Legal Clinic for the past nine years. A graduate of the State University of New York, Carro has been a frequent lecturer and author of articles about the law.

Citizenship/LRE Coordinator - Cathy Burwell

In addition to continuing implementation and revision of Stark County's Citizenship/LRE program in its subsequent phases, Mrs. Burwell is charged with the tasks of serving as liaison with state and local organizations affiliated with law related education, such as the bar associations and Family Court; selecting and making available further resources and inservice opportunities; presenting the Stark County model to interested groups and agencies; and accessing continued funding sources. She joined the Stark County Department of Education in the fall of 1987 having 10 years of classroom and program coordination experience at the secondary, adult vocational and college levels. Holder of bachelor's and master's degrees from the University of Akron, Mrs. Burwell has also spent several years in the business community.

Appendix B

The Steering Committee for the comprehensive K-12 Citizenship/LRE plan--C. Scott Romans, Barbara Little, and James Martin--wish to express their special appreciation to Superintendent M. Herman Sims, Congressman Ralph Regula and his assistant Robert Gorman, Attorney General Anthony J. Celebrezze, Jr., Judge W. Don Reader and Family Court Educator Helen Stavrakis, Professor J. Dean Carro, Ohio Mock Trial Directors Sue Hunt McNaghten and Debra Hallock Phillips and Professor David T. Naylor.

Thanks also to the dedicated and innovative teachers and administrators of the many involved schools without whose support no educational plan, however good, can reach our students.

Citizenship/Law-Related Education Committees
Curriculum Directors' Planning Committee
November 1986 - June 1987

Neal Beans - Director of Elementary Education - Marlington Local Schools

J. Dean Carro, Esq. - Professor and Coordinator of Legal Clinic - University of Akron School of Law

Cheryl Haschak - Assistant Superintendent for Curriculum - Jackson Local Schools

Barbara Little - Director of Curriculum Division - Stark County Department of Education

James Martin - Coordinator of Social Studies - Stark County Department of Education

William Mease - Assistant Superintendent for Curriculum Plain Local Schools

Mary Lou Nuzum - Principal - Sandy Valley High School-Sandy Valley Local Schools

C. Scott Romans, Ph.D., J.D. - Director of Management Division - Stark County Department of Education

Helen Stavrakis - Coordinator of Law-Related Education Stark County Family Court

Elaine Trivelli, Ph.D. - Curriculum Director - Perry Local Schools

Project Resource Consultants
November 1986 - June 1987

Elizabeth Dreyfuss, Esq. - Professor - Marshall College of Law

Kate Hagan - Public Relations Consultant - Ohio Bar Association

Donald Jenkins, Ph.D., Esq. - Dean - University of Akron School of Law

Arthur Leb, Esq. - Stark County Bar Association President

Barbara Little - Director of Curriculum Division - Stark County Department of Education

Michael McKinley - Juvenile Court Judge, Ashland County, Ohio

Sue Hunt McNaghten - Co-Director of Ohio Mock Trial Program - Ohio Bar Association

Carole Miller - Regional Representative - Ohio Attorney General's Office

Kent Minor, Ph.D. - Social Studies Consultant - Ohio Department of Education

Richard Oriole - Guidance Consultant - Stark County Department of Education

Debra Hallock Phillips, Ph.D. - Co-Director of Ohio Mock Trial Program - Ohio Bar Association

Richard Remy, Ph.D. - Consultant from the Mershon Institute - The Ohio State University

Frank Schiraldi - Assistant Director - Ohio Department of Education

Teacher Development Committee
November 1986 - June 1987

Linda Bergquist - GlenOak West High School - Plain Local Schools

J. Dean Carro, Esq. - Professor and Coordinator of Legal Clinic - University of Akron, School of Law

Mike Freeland - Teacher - Jackson High School - Jackson Local Schools

Becky Gannon - Teacher - Lake Middle School - Lake Local Schools

Maria Henning - Teacher - Marlington High School - Marlington Local Schools

Larry Horton - Social Studies Consultant - Plain Local Schools

Christine Ianni - Richville Elementary - Perry Local Schools

James Martin - Coordinator of Social Studies - Stark County Department of Education

Ted Sidaway - Teacher - Pfeiffer Middle School - Perry Local Schools

Summer Institute Participants for Development of Citizenship Curriculum and Selection of Supplemental Resources June 1987

Chair, James Martin — Coordinator of Social Studies - Stark County Department of Education

Alyce Beck - East Canton Elementary - Osnaburg Local

Linda Bergquist - GlenOak West High School - Plain Local

Joan Burrier - Navarre Elementary - Fairless Local

Susan Coker - Moffitt Heights Elementary - Tuslaw Local

Betty Ebinger - Moffitt Heights Elementary - Tuslaw Local

Rebecca Ellis - Clinton Elementary - Northwest Local

Barb Euphrat - Barr Elementary - Plain Local Schools

Garth Evans - Minerva High School - Minerva Local

Mike Freeland - Jackson High School - Jackson Local

Lewis Gareri - Lake High School - Lake Local

Debra Hartwig - Mary Irene Day Elementary - Minerva Local

William Hayden - Sauder Elementary - Jackson Local

Maria Henning - Marlington High School - Marlington Local

Christine Ianni - Richville Elementary - Perry Local

Stephanie Joyce - Pleasant View Elementary - Plain Local

Robert Leach - Sandy Valley High School - Sandy Valley Local

Nancy Lemoine - Mary Irene Day Elementary - Minerva Local

James Mambourg - Beach City Elementary - Fairless Local

Sam Martin - Northwest High School - Northwest Local

Mark Methieu - Prarie College Elementary - Canton Local

Martha Netzly - Navarre Elementary - Fairless Local

Pam Paustenbach - Waynesburg Elementary - Sandy Valley Local

Linda Petz - T.C.Knapp Elementary - Perry Local

Linda Reynolds - Sauder Elementary - Jackson Local

Linda Shondel - Sauder Elementary - Jackson Local

Larry Suba - GlenOak West High School - Plain Local

Emily Travis - Sauder Elementary - Jackson Local

Blaine Werner - Fairless High School - Fairless Local

Joanne Young - Sauder Elementary - Jackson Local

County Social Studies Committee Curriculum Development 1987-88 Textbook Review and Selection 1988-89 August 1987 - June 1989

James Beall - Pfeiffer Middle School - Perry Local

Joan Burrier - Navarre Elementary - Fairless Local

Tom Chevraux - Fairless High School - Fairless Local

Claudia Clark - Jackson High School - Jackson Local

Corrine Doege - Special Education Supervisor - Stark County Department of Education

Linda Dramble - Mary Irene Day Elementary - Minerva Local

Jack Featheringham - Perry High School - Perry Local

Roberta Finley - Tuslaw High School - Tuslaw Local

Dale Galluci - Sauder Elementary - Jackson Local

Lew Gareri - Lake High School - Lake Local

William Gokee - Newman Elementary - Tuslaw Local

Cynthia Harold - R.G. Drage Career Education Center

Douglas Hisey - Lake Elementary - Lake Local

Marna Holcomb - Walker Elementary - Canton Local

Larry Horton - Social Studies Consultant - Plain Local

Brenda Joliff - Perry High School - Perry Local

Warren Kandel - East Canton High School - Osnasburg

Judy Lawrence - Clinton Elementary - Northwest Local

Robert Leach - Sandy Valley High School - Sandy Valley Local

Loretta Luellen - Warstler Elementary - Plain Local

Eugenia Maite - Jackson Middle School - Jackson Local

James Mambourg - Beach City Elementary - Fairless Local

Sam Martin - Northwest High School - Northwest Local

Ronald Miller - GlenOak East High School - Plain Local

Donald Montgomery - Social Studies Specialist - Jackson Local

Jill Nagel - Marlboro Elementary - Marlington Local

Gerry Newell - Hazen Junior High - Minerva Local

Nora Obney - Lake Middle School - Lake Local

Pam Paustenbach - Waynesburg Elementary - Sandy Valley Local

Steve Reinhart - Lohr Elementary - Perry Local

Brian Ries - Northwest Intermediate School - Northwest Local

Phil Rosenik - Middlebranch Middle School - Plain Local

Dora Mae Sutton - Canton South High School - Canton Local

Michelle Votaw - East Canton Elementary - Osnaburg Local

William Wageley - Faircrest Middle School - Canton Local

Tom Williams - Minerva High School - Minerva Local

Jack Yoder - East Canton High School - Osnaburg Local

Raymond Young - Marlington High School - Marlington Local

16th Congressional District
Bicentennial of the Constitution and Bill of Rights
Advisory Committee
June 1987 - Present

Congressman Ralph Regula, Honorary Chair - 16th Congressional District, Ohio

C. Scott Romans, Ph.D., J.D., Coordinator - Director of Management Division - Stark County Department of Education

Richard Anderson - Greater Canton Chamber of Commerce President

Mary Cain - Public Relations Consultant - Stark County Commissioners

Robert Francoeur, S.J. - Walsh College

Robert Gorman - Staff Assistant - Office of Congressman Ralph Regula

John Haas, Esq. - Stark County Bar Association President

Larry Horton - Social Studies Consultant - Plain Local Schools

Barbara Little - Director of Curriculum Division - Stark County Department of Education

James Martin - Coordinator of Social Studies - Stark County Department of Education

Richard Oriole - Guidance Consultant - Stark County Department of Education

Patricia Starr - League of Women Voters of the Canton Area

Appendix C
Promotional Materials

To gain acceptance for this revised curriculum strand for citizenship and law related education, it was desirable to publicize it both within Stark County's educational community and to the larger public.

Appended here are 1) several brochures and letters of information to administrators and teachers, 2) a sample news release, 3) sample letters of endorsement, and 4) a letter to parents regarding their child's participation in the elementary citizenship curriculum (reprinted with permission of the Stark County Family Court LRE program).

As a result of news releases and personal contacts of the press, several articles appeared in local newspapers.

An April 15, 1987 article by Yuvonne Bruce in the Akron **Beacon Journal** identifies the goals of the program--to "enliven the curriculum and make it relevant so kids can see their role in a democratic society" as well as to "reduce delinquency and crime." Ms. Bruce quotes Coordinator Dean Carro's statement that the inservice workshops were intended to enable teachers to "get... familiar with broad concepts of the law and [to] give them substantive instruction."

Nancy Ozimek, education writer for the Canton **Repository** observes in her May 3, 1987 article that "Students are getting a new perspective on the law" and teachers "are learning ways to weave legal issues into daily lesson plans" as a result of this special program. Both the **Repository** and the Massillon **Evening Independent** ran articles in March of 1987 about Jackson High School's participation in the Ohio Mock Trial program which mentioned the fact that other county schools were utilizing the program in the classroom but not in inter-scholastic competition. An earlier news item focusing on the planning stages of the overall citizenship program and the Ohio Mock Trial core curriculum also appeared in the Perry **Post** on November 18, 1986.

News Release
For Immediate Release to All Media

Stark County Schools and The University of Akron have jointly been awarded a $74,000 federal grant to design and implement the study of citizenship and the law into the social studies curriculum of students kindergarten through twelfth grade.

The chief goal of the program is not to teach students to become lawyers, but to become more "literate" in the law and the democratic process--more ready to assume positive roles in their communities. It is a response to recent public and educator opinion polls nationwide indicating a need for better citizenship instruction.

"This program will complement existing social studies programs," said James Martin, Social Studies Supervisor for the county schools and Co-Coordinator of this special program.

"It will enliven the curriculum and make it relevant so kids can see their role in a democratic society."

According to Martin, the comprehensive K-12 program--a first among Ohio Schools--will be documented so that other school districts can incorporate similar law-related programs. The U.S. Department of Education, which funded the program under Congress's Bicentennial of the Constitution and Bill of Rights program, awarded only twelve such grants across the nation.

Teachers are currently being offered inservice workshop opportunities--facilitated by textbook authors and selected law professors from the University of Akron--that introduce new teaching materials and strategies.

A Summer Institute where teachers will jointly write the new curriculum and review new print and audio-visual materials is planned. This effort coincides with the formal course of study revision which is repeated every seven years by the Stark County Board of Education.

Four special programs are expected to be introduced during the 1987-88 school year--Elementary Citizenship/LRE for grades 2 through 5, Practical Law in Ohio for middle school and junior high students, and Lessons on the Constitution and the Ohio Mock Trial program in the senior high schools.

The Elementary Citizenship/LRE program sponsored by the Stark County Family Court has been in place in the city school districts and Perry Local since 1983. With the help of Court LRE Coordinator Helen Stavrakis it will now be expanded more rapidly.

ELEMENTARY
CITIZENSHIP/LRE INSERVICE

During the past three years, an Ohio Bar Association program intended to improve the citizenship skills and attitudes of young students has been successfully implemented by Stark County's five city school districts and Perry Local schools. Response by teachers, administrators and parents to the increase in children's understanding of rules, responsibilities and laws has been extremely favorable. Now, elementary teachers throughout Stark County will have a unique opportunity to learn how these materials may best be incorporated into their classrooms, and may receive graduate credit from Ashland/Malone colleges at a considerable savings thanks to a federal grant received by the Stark County Department of Education.

Special Announcement from the Stark County Department of Education

INSERVICE WORKSHOPS

based on

Citizenship/LRE Program

The purpose of this inservice opportunity is to introduce the elementary/LRE materials that will be incorporated in the county curriculum during the 1987-88 and 1988-89 school years. Workshops will provide teachers with proven instructional strategies that are readily adaptable to various teaching styles and classroom situations.

Workshop presenters will be Dr. David Naylor, Director of the Center for Citizenship Education, University of Cincinnati, who developed the materials used; Judge W. Don Reader of the Stark County Family Court who was instrumental in bringing this program to Stark County; and Helen Stavrakis, Coordinator of the Citizenship/LRE Program for the Family Court.

with the Stark County Family Court

Program Information

TITLE: Elementary Citizenship/LRE

DEVELOPER: Dr. David Naylor, University of Cincinnati with support from the Ohio Bar Association

DESIGNED FOR: Grades 2, 3, 4 and 5

COLLEGE CREDIT: 2 credit hours at $47 per credit hour from Ashland/Malone Colleges

DATES & TIMES:

Saturday, February 7	8:30 to Noon
Saturday, March 7	8:30 to Noon
Saturday, April 4	8:30 to Noon
Saturday, May 9	8:30 to Noon

LOCATION: Jackson High School
7600 Fulton Dr., N.W.
Massillon, OH 44646

REFRESHMENTS: A buffet breakfast will served from 8:30 to 9:15

STIPEND: A stipend of $30 per session will be paid, contingent upon completion of all four sessions.

MATERIALS: Provided

CONTENT: Your building principal has, for your preview, a sample of the Ohio State Bar Association materials.

FORMAT: During the month interval between sessions, teachers will be asked to utilize the lessons and enrichment activities in their classrooms. At each subsequent session they will share their reactions to the lesson plans and teaching techniques based upon their experiences field testing them with their students.

REGISTRATION FORM

Please return to:
Citizenship/LRE Program
Stark County Department of Education
7800 Columbus Rd., N.E.
Louisville, OH 44641

TITLE: _____

NAME _____

SCHOOL/DISTRICT _____

HOME ADDRESS _____

CITY _____ ZIP CODE _____

HOME PHONE_____ GRADE _____

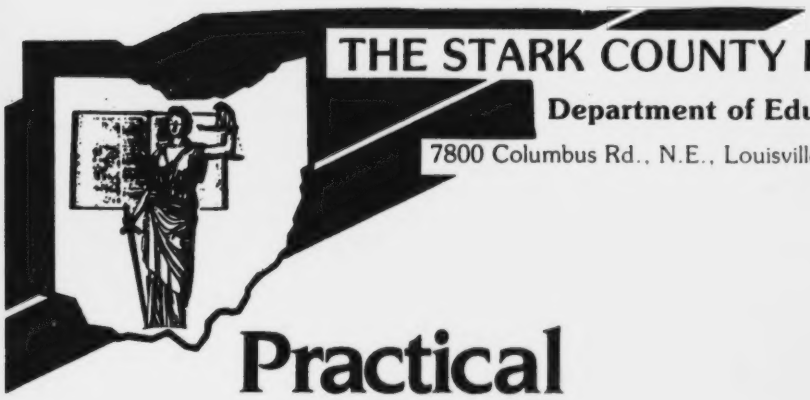
AN INSERVICE PLAN FOR SECONDARY SOCIAL STUDIES TEACHERS

Social Studies teachers in Stark county will have a unique opportunity to enhance the teaching of law-related education while receiving graduate credit from Ashland/Malone colleges at a considerable savings.

All this is possible as a result of a federal Law-Related Education/Citizenship grant received by the Stark County Board of Education and the University of Akron School of Law.

A planned series of inservice workshops will provide teachers with proven instructional strategies that are readily adaptable to various teaching styles and classroom situations.

Workshop presenters will be University of Akron law professors, and select secondary teachers who have already successfully implemented Practical Law in Ohio. Jim Martin, Stark County Department of Education Social Studies Consultant and Dean Carro, Coordinator of the University of Akron Legal Clinic, are jointly planning these workshops.



THE STARK COUNTY LOCAL SCHOOL SYSTEM

Department of Education Service Center

7800 Columbus Rd., N.E., Louisville, OH 44641 (216) 453-7711/875-1431

Practical Law in Ohio

REGISTRATION FORM

Please return to:

Citizenship/LRE Program
Stark County Department of Education
7800 Columbus Rd., N.E.
Louisville, OH 44641

NAME _____

SCHOOL/DISTRICT _____

HOME ADDRESS _____

CITY _____ ZIP CODE _____

HOME PHONE _____

Program Information

TITLE: Practical Law in Ohio / Law and You

DEVELOPER: Ohio Attorney General's Office & Ohio Bar Association

DESIGNED FOR: 7th Grade Ohio Studies, Government, Civics, American History

COLLEGE CREDIT: 2 credit hours at $47 per credit hour from Ashland/ Malone Colleges

DATES & TIMES:

Tuesday, February 17	4:15 to 7:00
Tuesday, March 10	4:15 to 7:00
Tuesday, April 7	4:15 to 7:00
Tuesday, May 5	4:15 to 7:00

LOCATION: Red Bull Inn
5770 Dressler Rd. (Belden Village area)
Canton, OH 44718

REFRESHMENTS: A fruit and salad buffet will served from 3:15 to 4:15

STIPEND: A stipend of $30 per session will be paid, contingent upon completion of all four sessions.

MATERIALS: Provided

REQUIREMENTS: Participants will be asked to submit written critiques/ evaluations of the lessons they implement with their students. These will be shared with other participants and discussed by the group at the following session.

CONTENT: Substantive and procedural instruction in the rights and obligations of citizens. Outline of the growth and development of law and democracy; the basis for our criminal, civil and juvenile justice systems; functioning of our courts; property law; consumer transactions; and the role of the lawyer.

FORMAT: Each session will be divided into three parts. In part one, the presenter will detail various aspects of the topic under discussion. For example, in the criminal justice system, the processes of arrest, indictment, trial and appeal.

During part two, teachers will be offered model lesson plans for use with that topic. Applicable teaching methods such as role plays, simulations and group exercises will be practiced with teachers serving as "students."

In part three, teachers will be asked to give their reactions to the lesson plans and teaching techniques based upon their experiences field testing them in their classrooms.

AN INSERVICE PLAN FOR SECONDARY SOCIAL STUDIES TEACHERS

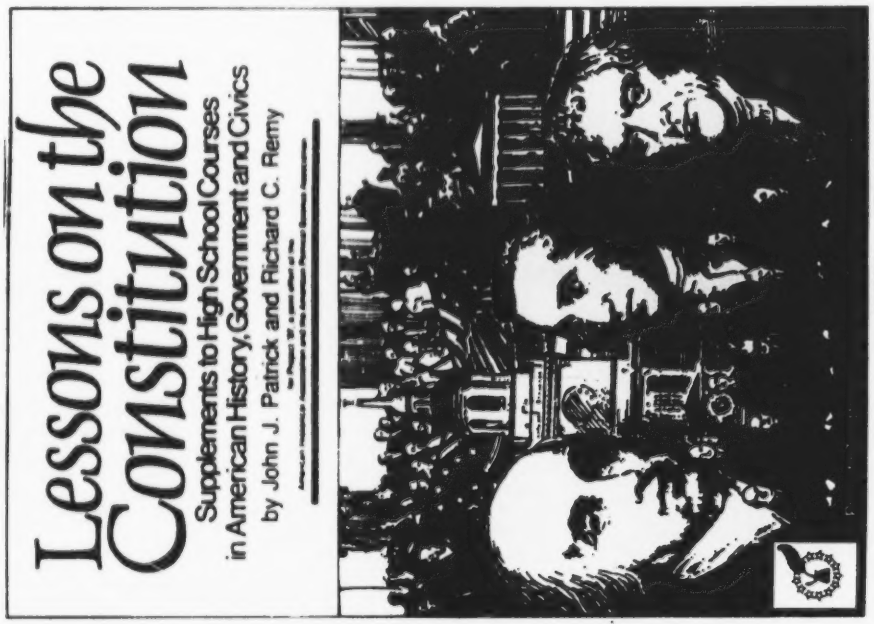
Social Studies teachers in Stark County will have a unique opportunity to enhance the teaching of law-related education while receiving graduate credit from Ashland/Malone colleges at a considerable savings.

All this is possible as a result of a federal Law-Related Education/Citizenship grant received by the Stark County Board of Education and the University of Akron School of Law.

A planned series of inservice workshops will provide teachers with proven instructional strategies that are readily adaptable to various teaching styles and classroom situations.

Workshop presenters will be University of Akron law professors, and select secondary teachers who have already successfully implemented Lessons on the Constitution. A committee of social studies teachers has been instrumental in planning this inservice opportunity. Jim Martin, Stark County Department of Education Social Studies Consultant and Dean Carro, Coordinator of the University of Akron Legal Clinic, are jointly planning these workshops.

Inservice Workshops based on


Lessons on the Constitution
Supplements to High School Courses in American History, Government and Civics
by John J. Patrick and Richard C. Remy

Stark County Department of Education

REGISTRATION FORM

Please return to:
Citizenship/LRE Program
Stark County Department of Education
7800 Columbus Rd., N.E.
Louisville, OH 44641

TITLE: _____

NAME _____

SCHOOL/DISTRICT _____

HOME ADDRESS _____

CITY _____ ZIP CODE _____

HOME PHONE_____ GRADE 24

Program Information

TITLE: Lessons on the Constitution

DEVELOPER: Mershon Institute & Ohio Bar Association

DESIGNED FOR: Government, Civics, 8th or 11th Grade American History

COLLEGE CREDIT: 2 credit hours at $47 per credit hour from Ashland/ Malone Colleges

DATES & TIMES:

Tuesday, February 10	4:15 to 7:00
Tuesday, March 3	4:15 to 7:00
Tuesday, March 31	4:15 to 7:00
Tuesday, April 28	4:15 to 7:00

LOCATION: Red Bull Inn, Banquet Room
5770 Dressler Rd. (Belden Village area)
Canton, OH 44718

REFRESHMENTS: A fruit and salad buffet will served from 3:15 to 4:15

STIPEND: A stipend of $30 per session will be paid, contingent upon completion of all four sessions.

MATERIALS: Provided

REQUIREMENTS: Participants will be asked to submit written critiques/ evaluations of the lessons they implement with their students. These will be shared with other participants and discussed by the group at the following session.

CONTENT: Especially appropriate during the celebration of the bicentennial of the Constitution and Bill of Rights, these materials provide information on the process that led to the creation and adoption of the Constitution, its inherent tensions, and its responsiveness to changing times. Emphasis will also be placed on the role the Supreme Court has played in the evolution of law and policy, demonstrating the vital dynamism of our legal system.

FORMAT: Each session will be divided into three parts. In part one, the presenter will detail various aspects of the topic under discussion. For example, in the criminal justice system, the processes of arrest, indictment, trial and appeal.

During part two, teachers will be offered model lesson plans for use with that topic. Applicable teaching methods such as role plays, simulations and group exercises will be practiced with teachers serving as "students."

In part three, teachers will be asked to give their reactions to the lesson plans and teaching techniques based upon their experiences field testing them in their classrooms.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MARY J. POSTON
DIRECTOR
DIVISION OF ELEMENTARY
AND SECONDARY EDUCATION

February 27, 1986

Scott Romans, Director
Management Support
Stark County Department of Education
7800 Columbus Road, NE
Louisville, Ohio 44641

Mr. Romans:

As educators we must become more sensitive to the need for law related learning as an integral part of the curriculum. No longer can we seriously question the fact that all students need a better understanding of the legal issues facing young people. In spite of what others may or may not do, our schools still carry the major responsibility for preparing informed citizens.

It is for this reason that I write in support of your law-related education proposal. The Ohio Department of Education has worked cooperatively with the Mershon Center at the Ohio State University on many occasions. In every instance the relationship has been professionally rewarding and educationally significant.

The specific local actions taken by each of us will, in aggregate, shape the future. What we do now can make a significant difference. Best wishes with this worthy endeavor.

Cordially,

Frank L. Schiraldi
Assistant Director

sms

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RALPH REGULA
16TH DISTRICT, OHIO

COMMITTEES
APPROPRIATIONS
SUBCOMMITTEES
INTERIOR
COMMERCE, JUSTICE, STATE, AND JUDICIARY
SELECT COMMITTEE ON AGING
SUBCOMMITTEE
HEALTH AND LONG-TERM CARE

Congress of the United States
House of Representatives
Washington, DC 20515

February 28, 1986

Mr. Richard A. Oriole
Administrative Consultant
Stark County Local School System
7800 Columbus Road, N.E.
Louisville, OH 44641

Dear Mr. Oriole:

The Law-Related Education project put forth by your department in conjunction with the University of Akron Law School should help students throughout Stark County gain a greater appreciation of the laws of our nation.

Your proposal seems well organized and should serve an important purpose as our students grow. We need to teach students the responsibilities of living in our society. Such knowledge will lead to better educated and more responsible citizens.

I offer my endorsement of your project and ask that you keep me informed of its progress.

Sincerely,

Ralph Regula, M.C.

RR:bg

RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3876

4150 BELDEN VILLAGE STREET NW
CANTON, OH 44718
(216) 489-4414

TOLL FREE DISTRICT NUMBER
DIAL OPERATOR AND ASK FOR
"ENTERPRISE 8852"

"Family Court"

Stark County Office Building
209 West Tuscarawas St.
Canton, Ohio 44702

HON. W. DON READER
HON. ROBERT E. MYLETT
Judges

STERLING WINN, SR.
Director of Court Services

February 27, 1986

Mr. Richard A. Oriole
Guidance Supervisor
Stark County Local School System
7800 Columbus Road N. E.
Louisville, OH 44641

Dear Mr. Oriole:

The Juvenile Court of Stark County initiated a Law-Related Education Program for elementary schools using the curriculum developed by the University of Cincinnati. We have been moving slowly through the pilot program in an effort to insure acceptance and quality. In addition, our funds are limited, and there is no reason to believe that in the future we could expand the program into junior and senior high schools.

I firmly believe that the teaching of rules and responsibilities to elementary students is an absolute necessity if our rule of law is to survive. The teachers who have been involved in the pilot program are very enthusiastic as they have observed a change not only as to rules and responsibilities but also as to less discipline problems in the classroom.

I endorse your program and sincerely hope that you will be successful in obtaining the grant. If I can be of any help, please advise.

Very truly yours,

W. Don Reader

W. Don Reader, Judge
Family Court

WDR:mrg

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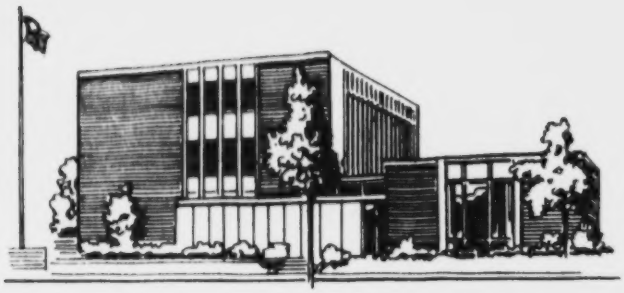

OHIO LEGAL CENTER

OHIO STATE BAR ASSOCIATION
33 WEST ELEVENTH AVENUE · COLUMBUS, OHIO 43201
Telephone: 614/421-2121

March 5, 1986

KATE HAGAN
ASSISTANT FOR PUBLIC RELATIONS

Mr. Richard Oriole
Stark County Board of Education
7800 Columbus Rd.
Louisville, OH 44641

Dear Mr. Oriole:

The law-related education project the Stark County Board of Education is proposing would go a long way in helping to educate our young about the responsibilities of citizenship in a free society.

Your proposal, to develop law-related education teacher-training programs and standards to evaluate student knowledge, would begin the educational process in the right place, by training the teacher first.

As project administrator for the Law-Related Education Committee of the Ohio State Bar Association, I am not aware of any projects of this sort presently in operation. I feel a project of this sort would be most beneficial in furthering citizenship education.

Sincerely,

Kate Hagan

Kate Hagan,
Assistant for
Public Relations

KH:jj

23

"Family Court"

Stark County Office Building
209 West Tuscarawas St.
Canton, Ohio 44702

HON. W. DON READER
HON. ROBERT E. MYLETT
Judges

STERLING WINN, SR.
Director of Court Services

Dear Parents:

Through the combined efforts of Stark County Family Court Judges W. Don Reader and Robert E. Mylett and the Superintendents of the city and county school districts, a Citizenship/Law-Related Education Program is being implemented in all elementary schools throughout the county.

The primary goal of the Law-Related Program is to improve the citizenship skills and attitudes of the students by providing them with a greater understanding of the necessity of rules, laws and responsibilities. The law program is being correlated with and presented as part of the Social Studies Curriculum. It is hoped that students participating in this program will have a greater respect for and acceptance of the rules, laws and responsibilities that prevail in our society today.

The implementation of the Citizenship/Law-Related Program has been completed in the five city school districts of Canton, Massillon, Louisville, Alliance, North Canton and also the Perry Local Schools. The response from students, parents and school personnel has been extremely favorable, and the program will now be implemented in the eleven remaining school districts of Stark County Schools. This implementation process will proceed in a gradual and systematic manner until all elementary schools in the county have received the program.

The Law-Related Education materials we are using are a public service of the Ohio State Bar Association and are available, free of charge, to all school districts in Ohio.

Your child's class will now be participating in the Law-Related Program and we want you to be aware of this. At various times, the children will have homework assignments which will require your involvement. Your interest and support will help to make this a more meaningful and ongoing learning experience for your child.

If you have any questions about the Law Program, we encourage you to discuss them with your child's teacher.

We thank you for your interest and cooperation.

Sincerely,

Helen Stavrakis

(Mrs.) Helen Stavrakis
Program Coordinator

HS:vm

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Appendix D

Synopsis of Core Instructional Materials Used in the Stark County Model for Citizenship/LRE

Several criteria were used in the selection of core materials and programs as the Citizenship/LRE strand was developed by the Stark County Department of Education and the University of Akron School of Law. Favorable assessments by the individuals on the selection committees, broad acceptance by administrators of the involved school districts, correlation to existing social studies curricula, availability and cost of materials were all primary considerations. One point of consensus from the outset, however, was that program materials and instruction should emphasize an active role for both students and teachers.

The overall philosophy for the Stark County model was that students learn best that which they can do rather than merely be told about. While some information must always be presented in lecture format, the planners were committed to choosing programs constructed around participatory teaching/learning methods. Some of the key methods sought are listed below:

"Critical Inquiry"--the encouragement of assertive questioning by the teacher using Socratic or case instruction methods which compel students to identify not just the facts and issues, but also their reasoning and conclusions and those of others. This method requires the student to have a firm grasp of the materials.

"Role Play"--usage of this proven method allows students to more intimately understand the affective as well as cognitive aspects of the particular process they are studying. The fact that a given student's assigned role may sometimes be different from his or her personal stand on an issue--for example, the plaintiff or defendant's viewpoints in a trial simulation--offers a natural springboard for values assessment discussions.

"Game Play"-- particularly at lower grade levels, the use of games is a valuable tool for establishing the need for rules, and by extrapolation, for laws and a constitutional framework. Among older students, legislative simulation games can bring a sharper understanding of the types of compromises and "trade-offs" necessary in the real world.

"Group Activities"--the division of the class into small or large activity groups--symbolizing, for example, the three branches of government, the state representatives at the Constitutional Convention or the parties in a law suit--fosters student cooperation in problem solving and may operate as both a peer tutoring and leadership development method.

"Real World Experiences"--the regular integration of current event materials into related lesson plans can reinforce learning and help students to see immediate relevance to their lives. Guest speakers and field trips enable students to pose their own questions to community leaders and to emulate positive role models.

Many excellent materials were discovered during the search phase, and a number of these were purchased. Dissemination methods varied according to the use to which the materials were expected to be put. Five core programs and their dissemination methods are outlined below.

Many materials--particularly expensive films, filmstrips, videotapes or computer software deemed more suitable as occasional resources--were sent to the Area Media Center to be made available for loan through the Center's established procedures. (See Appendix E).

Other materials also viewed as resources, but ones that should be available on a more immediate basis or in classroom size quantity, were distributed instead to the libraries or multi-media centers of schools housing the affected grade levels. **Practical Law in Ohio** is such a program.

This 192-page, soft-bound book, produced and distributed free of charge through a combined effort of the Ohio Attorney General's Office and the Ohio Department of Education, includes the following topics: "The Need for Law," "The Criminal Justice System," "The Justice System in Ohio," and "The Juvenile Justice System." The publisher suggests its use in grade 7 through 12, with most schools in the Stark County model incorporating it in either seventh grade Ohio Studies or ninth grade civics courses.

It contains student handouts and teacher lesson plans which are accompanied by suggested activities and a resource guide to guest speakers from the justice, law enforcement and legislative communities on the national, state and local levels. Separate guides for each of Ohio's counties are available, and names and telephone numbers are kept up to date. All resource persons listed have indicated their willingness to participate. Helpful hints for before, during and after the resource persons' visits are included to make the experiences as productive as possible for students and teachers.

Complexities of the legal system are discussed in simplified terms to make them more appropriate to younger students. For example, the criminal law section offers "walk-through" cases for students accompanied by vocabulary word lists, sample documents, and reproductions of relevant sections of the Ohio Revised Code.

Practical Law in Ohio describes the effects of observance or disregard for laws in ways which are immediately relevant to students--noting, for example, in the section on consumer law the approximate cost factor built into retail items to make up for shoplifting losses.

A third method of dissemination was to locate the resource directly in the classrooms of those teachers who had been inserviced in their use. It was expected that these teachers would field test the materials as they integrated them on a regular basis into their daily lesson plans. Both the **Ohio Mock Trial** program and **Lessons on the Constitution** were distributed in this manner.

The **Ohio Mock Trial** case materials--a detailed outline of a simulated civil or criminal case--are developed each academic year by a committee sponsored by Ohio Attorney General Anthony J. Celebrezze, Jr., the American Civil Liberties Union of Ohio Foundation and the Ohio State Bar Association. Like **Practical Law in Ohio**, it is recommended for use in grades 7 through 12, but most Stark County teachers incorporate it into classes for high school seniors.

The primary idea of the Mock Trial program is, in the words of its creators, to "develop a practical understanding of the way the American legal system functions" and increase students' understanding of our constitutional rights and responsibilities. It allows students to experience firsthand the workings of the trial process. The basic facts; affidavits; relevant cases and statutes, explanation of the trial process; description of various roles for attorneys, witnesses and jurors; and courtroom protocol are included in the case materials available each fall to teachers who attend regional teacher training workshops.

These materials require student advocates to organize, analyze and orally present information. Critical thinking, role play, and small and large group cooperative work are all built into the Mock Trial design. And suggested use of a local advisor--a local attorney who works with the class throughout the Mock Trial unit--further strengthens it as a real world learning experience. Local and statewide competitions in Mock Trial enable teachers who wish to act as academic coaches to add the dimensions of public speaking, leadership development and team building to this already rich learning opportunity.

Also distributed to previously inserviced classroom teachers, **Lessons on the Constitution** offers, as its subtitle suggests, **Supplements to High School Courses in American History, Government and Civics.** Written by John J. Patrick and Richard C. Remy of the Mershon Institute of the Ohio State University, with funding from the National Endowment for the Humanities, the book is published and distributed through the Social Science Education Consortium, Inc. and Project '87, a joint effort of the American Historical Association and the American Political Science Association. **Lessons on the Constitution** emphasizes the integration of elements from its five sections of lesson plans on the content, history and application of the Constitution into whatever standard text is being used in the class. Required classroom time ranges from one to four one-hour class periods for each lesson unit.

Activities in this book are designed to require rigorous critical thinking, organization and interpretation of information, construction of valid generalizations and appraisal of ideas. Some, like the "Decision Tree," can even be used with other subject matter. Materials can be divided for use with gifted, regular or remedial classes. Its easy-to-read style and the inclusion of many non-traditional, little known and even amusing facts about the development of the Constitution make it an interesting challenge for students and teachers alike.

Although instructional materials are organized to allow sequenced presentation, each individual lesson can be easily lifted and assimilated into an already existing lesson plan. Additionally, it can serve as a "primary" resource for original research because it contains not only drafts of the Constitution and all its amendments, but also samples of the Federalist Papers and amendments that were proposed but never ratified.

Another stength of the 302-page, spiral-bound book is its unusual insights into the history surrounding the drafting of the Constitution such as personal documents written by George Washington reflecting his reasons for attending the Constitutional convention. A further bonus is Chapter V--a list of 20 lessons based on landmark cases of the U.S. Supreme Court, ranging from Marbury vs. Madison, the first incidence of the Court overturning an act of Congress as "unconstitutional," to the very recent United States vs. Nixon (1974).

Finally, some materials were obtained in quantities sufficient for their use as texts, with all or parts of their contents replacing textual materials previously used by students. Teachers have received (or will receive) these replacement texts after an inservice orientation in their use. Into this category fall the elementary citizenship/LRE series provided through the Stark County Family Court and the Ohio Bar Association, and **We the People**...., the text for the Bicentennial of the Constitution and Bill of Rights competition.

The Family Court program was designed to help second through fifth grade students clarify their feelings and

beliefs about citizenship responsibilities and acquire insights about the nature of and reasons for rules as well as "become...more willing to accept responsibility in their daily lives." This series of four books was developed chiefly by Dr. David T. Naylor, Executive Director of the Center for Law-Related Education at the University of Cincinnati. Provided in Stark County through the Family Court, these books can also be obtained directly from the Ohio Bar Association.

The four books contain eleven to fourteen units each, all of them complete with lesson plans including objectives, activities and evaluation tools; handouts for students, intended for multiple-copy reproduction; suggested instructional strategies; and an extensive and varied list of potential enrichment activities.

All lessons reflect the authors' keen understanding of the developmental levels of their intended audience and of the sorts of activities children will participate in eagerly. Another outstanding feature of the series is its emphasis on the inclusion of parents in the learning experience through suggested letters and evaluations to be sent home and creative homework assignments such as the one asking students to interview their parents about the responsibilities they had at the child's age.

The elementary program has been the most quickly and extensively incorporated of the core programs in the Stark County model thanks to the generous inservice and follow-up services provided by Family Court Education Coordinator, Helen Stavrakis. By the close of the 1988-89 academic year, the program will have been mandated for and be used in the classrooms of all second through fifth grade students in all twelve local districts in the Stark County system.

The newest of the core materials are those developed by the Center for Civic Education as a part of the Congressionally funded National Bicentennial of the Constitution and Bill of Rights. The first year of the five year program saw the distribution of ten free classroom sets of materials entitled, **We the People . . .**, to each U.S. Congressional district to be used by interested teachers of government or American history. In Stark County, ten additional sets were purchased, allowing twenty teachers in thirteen different high schools to participate. City and private schools, as well as several of the local districts, are taking part in either a written or competitive culminating activity built into the program.

The books themselves are organized for presentation in six, one-week units: political philosophy, history and experience, the Constitution, establishing the government, rights and responsibilities and the citizen. Preliminary field tests of the materials showed a significant improvement in the understanding of deeper issues about government and law among students who studied them.

Remy, Richard C. *Government in the United States.* New York: Macmillan, 1984.

Chapter	Pages	Comment
1	3–8	Lesson **1** adds information and discussion questions on the following concepts: **natural rights, equal rights, state of nature.**
	8–13	Lesson **2** adds information on: **social contract, right to revolution, and consent.** These concepts are not covered in the book.
	14–17	Lesson **4** develops concept that having a constitutiton does not guarantee its **enforcement**. Adds discussion questions on other concepts.
	14–21	Lesson **3** adds information on: **world history of government, balance of power, corruption.**
2	31–35	Lesson **7** adds new information about **English heritage**, particularly regarding legislative bodies. Also adds many discussion questions.
	31–36	Lesson **6** adds new information on **divine right, feudalism, source of authority**. Book does not discuss these.
	36–39	Lesson **8** expands on the problems of the English government during **pre-revolutionary times. Also adds discussion questions.**
	39–41	Lesson **9** enriches text by providing excerpts from the **Declaration of Indepeendence** regarding complaints against the English government. Lesson also discusses new concepts such as **higher law** and **compact.** Includes some discussion questions.
	41	Lesson **10** enriches the text's three paragraph coverage of the **development of state constitutions.** The lesson adds several concepts and discusses two different approaches of the state constitutions which evolved.
	42–46	Lesson **11** highlights **fears of a strong national government** and provides good discussion questions.
	46–48	Lesson **12** adds information on the delegates of the **Constitutional Convention** and on the process the delegates underwent.
	48–50	Lesson **13** expands on **Virginia Plan**, integrating concepts such as: **proportional representation, equal representation,** and **federal system.**
2	50–52	Lesson **14** expands on the issue of **representation, controlling state governments** and the **powers of Congress**. Adds information regarding the **Connecticut Compromise.**
	53–55	The text devotes about 1 1/2 pages to the **ratification of the Constitution.** Lessons **16-18** provide a detailed description of the process and the controversies it entailed.
3	62–64	Lesson **5** describes how the Framers formed the **Executive branch** and the **selection of the President**. This information is not provided very clearly in the text.

Excerpt, Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 - (818) 340-9320

Appendix E

Area Media Center

Holdings of Special Citizenship/LRE Materials

Many citizenship/LRE materials obtained through the grants which have supported this project--particularly expensive films, filmstrips, videotapes or computer software deemed more suitable as occasional resources--were sent to the Area Media Center to be made available for loan through the Center's established procedures. Housed at the Edgefield Annex of the Stark County Department of Education, this media cooperative gives teachers access to material on a first-come, first-served basis. Teachers make requests via forms available in their own school library/media center. Delivery and collection of the materials is handled through the courier service serving all schools. Duplicates of non-copyrighted materials are also made at the Area Media Center at the request of teachers or administrators.

Listed below is an annotated bibliography of citizenship/LRE materials available through the Area Media Center.

LAW RELATED EDUCATION ELEMENTARY MATERIALS

BASIC CONCEPTS IN SOCIAL STUDIES -- 4 filmstrips & Cassettes **FSL-8**

Why We Have Laws: Shiver, Gobble and Snore **A0533**
Why People Have Special Jobs: The Man Who Made Spinning Tops **A1144**
Why We Have Taxes: The Town That Had No Policemen **A1140**
Why We Use Money: The Fisherman Who Needed A Knife **A0563**

CITIZENSHIP ADVENTURES OF THE LOLLIPOP DRAGON -- Filmstrip **FSL-7**
Introduces basic democratic concepts, decision making skills, respect rights, promote fair play and principle of majority rule.

COMMUNITY HELPERS: SCHOOL WORKERS --VHS. 11:45 min. VT0412 B or V
Children get a different view of their teachers, principal, secretary, nurse, custodians, cafeteria workers, bus drivers and coaches when the children run the school and the adults attend as students. Sparks discussion of respect for skills, education and responsibility of school workers.

FIRST THINGS: VALUES (SERIES)

THE TROUBLE WITH TRUTH **FSL10**
Sometimes telling the truth can get you into as much trouble as not telling the truth. That's the problem Patrick faces when he has to decide if he should tattle on his friends. In another dilemma, Debbie must decide if she should lie about her age in order to get into an amusement park.

WHAT DO YOU DO ABOUT RULES? **FSL11**
In this program, Sam Wilson (a.k.a. Cheetah, the superhero of the Cat People) must decide if he should reveal his secret identity in order to protect his reputation with his son. And when he does, the Cat People must decide whether or not to punish him for breaking their most important rule.

YOU PROMISED! **FSL12**
Is it right to break a promise in an emergency--like when a kitten is caught up a tree? And if keeping a promise means that another will be hurt, should you keep the promise anyway? Your students will help make the decisions.

BUT IT ISN'T YOURS **FSL13**
Two perplexing dilemmas pose these challenges for your students: Is it ever right to borrow something without the owner's permission? If someone owns something, but neglects it, can you call it yours if you take it and repair it?

THAT'S NO FAIR **FSL14**
Eddie and Andy find themselves in a colorful cartoon fantasyland--and in the middle of two dilemmas: What do you do when there are fewer presents than there are people who should get them? And if there is only a single reward, and two people deserve it, who should get it?

PORTRAIT OF A VANDAL -- VHS. 13 min., Grades 3-9. VT0411 B or V
This film is designed to prevent vandalism by dramatically persuading children that vandalistic acts are unattractive and destructive to themselves, as well as to others.

RULES ARE FOR GORILLAS, TOO! -- VT0410 B or V also 16mm film B1263 11 min., Grade: Primary
If you were a curious gorilla (amusingly animated who slipped away from the zoo to see what it was like to be a person, you'd be quick to find out that people follow rules. On the street, in the playground, at school and at home, you'd see that rules keep you safe, help you play games, help people get along. You'd learn that people (even you) can make rules, and change them too. And then, when you went back to the zoo, you might even find that rules are for gorillas, too!

RULES, RULES, RULES -- VT0414 B or V

The children in Ms. Krumsky's class decide to have a day without rules. After much confusion and many mishaps, the children come to appreciate the importance of rules and why society is willing to accept them.

STATE VS. GOLD E. LOCKS/B.B. WOLF VS. CURLY PIG

VT390 B or V Courtroom simulations conducted by students. Very entertaining and informative.

UNDERSTANDING LAW -- VHS VT0413 B or V

Includes: When Kids Break the Law - 9 min.
You Have Rights ... and Responsibilities 9 min.
So You've Been Arrested 11 min.
What Shall We Do About Crime and Criminals 11 min.

WHY CAN'T I GO HOME NOW? -- VHS, Color, 30 minutes VT0294V

The story of a teenage girl who incriminates herself in order to protect her boyfriend acquaints students with legal procedures and clarifies basic concepts of juvenile justice. This low-key dramatization realistically depicts booking, meeting with the case probation officer, a detention and a regular hearing, working with--or against--the attorney, sentencing, and a detention in a county camp. Legal terminology is explained within the context of the dramatic situation. The young girl's eventual realization that she has been betrayed by her boyfriend enables her to save herself

LAW RELATED EDUCATION SECONDARY MATERIALS

ATTICA -- VHS. VT0409 B or V

A 1971 uprising at Attica prison resulted in the death of both inmates and guards. This production portrays the uprising as a consequence of the prison's staff, restricted reading material, censored mail, and over long cell time. Vividly depicts the unfortunate result of society's failure to solve its correctional problems.

BURDEN OF PROOF -- SIMULATION KL-2

Students play the roles of plaintiff, defendant, judge, and attorneys in this mock trial dramatization. Explaining the procedures and issues of a civil trial, the high-interest drama revolves around a collision between a bus and an automobile. The widow whose husband was killed in the accident is suing for damages. Illustrations depict the trial's exhibits and a glossary defines all legal terms. Clarifying basic legal concepts and drawing the distinction between a civil and criminal trial, the script involves students in the roles and proceedings of our judicial system. Time: 2-3 hours

CRIMINAL PROCEDURES --APPLE L802

This series contains 7 programs in all. Each disk includes between 4 and 10 lesson modules.

HOW THE LAW CHANGES -- filmstrip and cassette FSL17

An indepth exploration of changes in our legal system--through such things as legislation, judicial decree, Supreme Court rulings and customs.

JURY TRIAL -- APPLE, Time: flexible L801

In this computer simulation of a courtroom drama, the suspect is "known" to be guilty, but the prosecution must prove: guilt to the "jury" (the computer). The evidence is presented to the defense and prosecution attorneys in response to their questioning of the "sheriff." Witnesses who correctly recall details of the incident score points for the prosecution. Incorrect answers aid the defense (however, lying can lead to perjury and contempt charges). Tactics include selecting a favorable jury and objecting to prevent damaging testimony. An entertaining introduction to court proceedings.
Players: 2-6 (attorneys may double as witnesses).

LAW AND YOUTH -- 2 FS & 2 Cassettes, guide FSL-6

At what age can a young person be tried as an adult? Are minors legally entitled to keep the money they earn? This filmstrip program outlines the basic legal rights and responsibilities of young people. Providing a short history of child labor and the rights of minors, the program focuses on juveniles' rights and responsibilities in four contexts: home, school, workplace, and the marketplace. Identifying the elements that define the legal status of minors, the program also cites landmark court cases that have shaped the law as it applies to juveniles.

LAW IN AMERICAN HISTORY APPLE

Contains the following 7 programs: 1) The Case of Peter Goodman; 2) Intolerable Acts; 3) The Bill of Rights; 4) Vigilante Mock Trial; 5) Case Study: Brown vs Board of Education; 6) Case Study: Tinker vs Des Moines; 7) Sex Discrimination Mock Trial

LAW IN OUR LIVES -- filmstrip and cassette FSL15

Deals with the role of law in society--including basic principles of American law, individual rights, duties, and social obligations.

PLEA BARGAINING -- A GAME OF CRIMINAL JUSTICE KL-1

A simulation in which students view the pressures of limited time and mounting caseloads on the workings of criminal justice, and how these pressures are alleviated by having persons accused of criminal acts plead guilty without trial in order to receive lighter sentences. Students take on the roles of public defenders, district attorneys, judges, and defendants within the criminal justice system of a large city. During court sessions, participants use individual role sheets, case notes, and the criminal code in order to enter pleas, determine sentences for those who plead guilty, and arrange continuances of those who refuse to plead guilty. Post-simulation discussion questions reinforce student experiences and understanding.
Students: 4-35. Grades: 9 and up. Time: 4 one-hour sessions.

POLICE PATROL: NEW FOR THE 80'S -- SIMULATION KL-3

A revised edition of the popular simulation in which students explore their attitudes toward police and authority, while broadening their knowledge of the policeman's job. Through a number of small group incidents, students simulate the actions of police, suspected criminals, and citizens in need of help. Carefully authenticated cases typical of contemporary urban and suburban communities are provided. Designed to increase student understanding of the complexities of law enforcement and the anxieties, pressures, and fears which affect police officers in patrol cars. A teacher's manual is included, along with reproducible forms for an observer evaluation and a pre-and post-unit student attitude survey. Playing time: 1, 3, or 5 fifty-minute periods. Grade level: 7-12. Players: 20-35.

QUEST FOR FILES: SOCIAL STUDIES (SERIES)

Places students in the role of historian--exploring data to look for trends, to test hypotheses, and to draw conclusions based upon information. Four subjects:

The American Presidency - Apple - L805
Families of the World - Apple - L806
The First U.S. Congress - Apple - L807
Understanding the U.S. Constitution - Apple - L808

1787: A SIMULATION GAME OF THE CONSTITUTIONAL CONVENTION FSL-5

This game helps students to understand the conflicting interests involved during the creation of the U.S. Constitution. The object of the game is to produce a Convention document which subsequently is compared in class with the U.S. Constitution. Students get state delegation assignments at random, and elect a convention chairman, secretary and tally clerk. Then they try to advance their state's particular interests by debating issues and "horse trading" for votes. "Delegate profile cards" give enough information for players to assume the outlook of a delegate.

STREET LAW: A STUDENT'S GUIDE TO PRACTICAL LAW Cassette FS & FSL-4

Using mini-dramatizations and actual court cases, this program demonstrates aspects of the law which directly affect the lives of students. Each presentation, consisting of a color filmstrip and a cassette, addresses a different area of law and features occasional pauses to encourage students to formulate their own opinions.

STUDENT RIGHTS --Explores the legal rights and responsibilities of students in public schools by discussing landmark court cases in this area.

YOUR JOB AND THE LAW -- Provides an overview of an employee's basic legal rights and responsibilities in the workplace.

FAMILY LAW AND CHILD CUSTODY --Discusses the court's difficult task of trying to protect the best interests of parents and children involved in divorce and custody proceedings.

RELIGION AND PUBLIC SCHOOLS -- Introduces the controversy over school prayer, evolution, and creationism to motivate students to consider what place, if any, religion has in our public schools.

EVIDENCE -- Demonstrates, using actual court cases, the pros and cons of the exclusionary rule, which forbids illegally obtained confessions and illegally seized evidence from being used against a defendant.

JUVENILE JUSTICE – Involves students in the dilemma of rehabilitating the youthful offender while protecting the public.

SUPREME COURT DECISION -- APPLE,time: flexible L803

Helps the player gain an understanding of the U.S. judicial process.

SURVIVAL LAW - 4 filmstrips & cassettes - 17 min. each FSL-9

Viewers learn how laws are made, why they vary from state to state, and what roles legal professionals play. They follow the criminal cases of two young people from arrest through trial. They are introduced to civil justice laws and procedures including contract and housing law, consumer legislation, small claims court, and civil actions involving torts.

WHAT DO COURTS DO -- filmstrip and cassette FSL16

Examine how our court system functions, the inner workings of the police, special courts, lawyers, and more.

YOU AND YOUR RIGHTS -- filmstrip and cassette FSL18

Uses many historical illustrations to explain what our rights are and what responsibilities go with those rights.

THE U.S. CONGRESS -- filmstrip and cassette FSL19

Four participants discuss the functions of Congress, its structure and purpose, differences between House and Senate, the congressional decision-making process, changes that have occurred in Congress over the years, the influence of special interest groups and the impact of both electronic media and public opinion polls on modern government.

"The future of any country that is dependent on the will and wisdom of its citizens is damaged whenever any of its children are not educated to fullest extent."
President Dwight D. Eisenhower

Appendix F

Evaluation Formats

Several types of evaluations have been key to the institution of Stark County's Citizenship/LRE program.

First, local needs assessment is essential if a school system is to garner the support of administration, faculty, and students in amending the curriculum. The survey form used to gather the reactions of teachers appears below.

A second level of assessment for teachers occurred after they had taken part in the various inservice workshops. Response was overwhelmingly favorable with 86% of the participants rating the "methods employed by the [workshop] instructor(s)" as "good" or materials as "practical for a classroom usage." That evaluation form also appears below.

Thus far, program-level evaluation to gauge student reception of the new citizenship/LRE materials has been conducted only for the elementary program sponsored by the Stark County Family Court. Results have consistently registered a 60% to 68% increase in student awareness about rights and responsibilities on identical pre and post-tests.

Copies of these tests appear below, reprinted with the permission of the Stark County Family Court.

"The people ought to be enlightened, to be awakened, to be united, that after establishing a government they should watch over it . . . It is universally admitted that a well-instructed people alone can be permanently free."

President James Madison

SOCIAL STUDIES SURVEY

A = Agree B = Undecided C = Disagree D = Not Applicable

DIRECTIONS: Mark items 1-30 as to whether they currently exist in your district.

1. The social studies program presented in the district's course of study is followed by the majority of teachers at my grade level.
2. The district's course of study includes objectives related to contributions made to American culture by women and men of various racial and ethnic groups.
3. The district's course of study includes adequate emphasis on all major areas of the world, not just the United States.
4. The district's course of study includes appropriate information on economics for the elementary grades.
5. The textbooks/materials used at my grade level correlate closely with the district's course of study.
6. The district's program draws from all of the social sciences -- anthropology, economics, geography, history, political science, psychology, and sociology.
7. The district's program provides the opportunity for students to examine potential future conditions and problems.
8. The district's program fosters understanding of the fundamental principles of a democratic society and the rights and responsibilities inherent therein.
9. The district's program is designed to link the study of basic social problems to the development of citizenship skills.
10. The district's program encourages each student to accept responsibility for his/her learning and actions.
11. The district's program promotes an awareness of and respect for individual and cultural differences.
12. The majority of teachers at my grade level vary content, materials, techniques, and evaluation procedures to accomodate individual differences in student learning styles and abilities.
13. The majority of teachers at my grade level center instruction around concepts and generalizations instead of teaching facts.
14. The majority of teachers at my grade level help develop skills related to reading, writing, and oral communication.

A = Agree B = Undecided C = Disagree D = Not Applicable

15. The majority of teachers at my grade level use evaluation results as one index of their own teaching effectiveness and alter their materials and teaching strategies accordingly.

16. The majority of teachers at my grade level evaluate student progress based on mastery of the objectives in the district's course of study.

17. The majority of teachers at my grade level, evaluate student progress based on several factors, not just paper- and- pencil tests.

18. At my grade level, evaluation procedures measure various levels of knowledge above the level of factual learning.

19. At my grade level, procedures are undertaken to measure growth in study skills.

20. At my grade level, procedures are undertaken to measure growth in map and globe skills.

21. At my grade level, procedures are undertaken to measure growth in critical thinking skills (ex. analysis, problem-solving, decision-making).

22. At my grade level, remediation and review are provided as needed.

23. At my grade level, enrichment and acceleration are provided as needed.

24. Either special classes are available or other special provisions are made for gifted students.

25. Instructional materials (print and audio-visual) are adequate to meet program objectives.

26. At my grade level, students make extensive use of library materials.

27. At my grade level, computers are available and are used in social studies instruction.

28. At my grade level, instruction is related to current events and issues.

29. At my grade level, current events and issues are discussed in an atmosphere of free inquiry.

30. At my grade level, students are made aware of career opportunities related to the social sciences.

DIRECTIONS: Mark items 31-48 according to whether you believe they <u>should</u> <u>exist</u> in your district.

31. The social studies program should offer opportunities for students to examine personal and social values.

32. The social studies program should develop proficiency in methods of inquiry in the social sciences.

33. World history/cultures should be a required course at the high school level for all students.

34. The social studies program should demonstrate the relationship between local and global aspects of issues.

35. There should be more emphasis on local government in the social studies program.

36. There should be more emphasis on citizenship/law-related education in the social studies program.

37. There should be more emphasis on human relations in the social studies program.

38. Teacher inservice opportunities in social studies should be expanded at the local or county level.

39. There should be more emphasis on student involvement in social studies classes through such things as simulations, debates, and student reports.

40. Students should be encouraged to become active participants in civic affairs within their own communities.

41. The social studies program for the primary grades should be centered around self, families, schools, neighborhoods, and communities.

42. Map and globe skills should be taught in the primary grades.

43. Guidance activities should be included as a part of the elementary social studies program.

44. At least one unit of the social studies program for the fourth grade should be devoted to the study of Ohio.

45. The social studies program for the fifth grade should emphasize more U.S. geography than U.S. history, since U.S. history is studied at eighth grade and eleventh grade.

46. Ohio Studies should be longer than one semester at the seventh grade level.

47. World geography should be taught at the seventh grade level.

48. The periods of U.S. history studied in eighth grade should be different than those studied in eleventh grade to provide the opportunity to study all periods in greater depth.

49. If you would like to suggest that something be added to or dropped from the social studies program at your grade level, please indicate your grade level and express your opinion.

50. If you have other suggestions that may help to improve the social studies program at any grade level, please make them.

THE STARK COUNTY LOCAL SCHOOL SYSTEM

Department of Education Service Center

7800 Columbus Rd., N.E., Louisville, OH 44641 (216) 453-7711/875-1431

M. HERMAN SIMS
Superintendent of
County Schools

LAW RELATED PROGRAM EVALUATION SURVEY

Please circle the number that best represents your answer to the question asked.

1. To what degree were the methods employed by the instructor(s) effective?

EXCELLENT	GOOD	FAIR	POOR
1	2	3	4

2. To what degree were the instructional materials practical for a classroom usage?

High 1 2 3 4 5 Low

3. To what degree were the location, food and facilities appropriate?

High 1 2 3 4 5 Low

4. To what degree did the students in your class demonstrate enthusiasm for the law related program?

High 1 2 3 4 5 Low

5. What is your overall rating of the importance of law related/citizenship education in the social studies curriculum?

High 1 2 3 4 5 Low

RULES, RULES, RULES

DATE_____ NAME_____

TRUE - FALSE

_____ 1. Rules are needed in school, but they are not needed at home.

_____ 2. It is not important to follow rules.

_____ 3. Rules help people to get along with each other.

_____ 4. Rules in the classroom help to keep us safe and healthy.

_____ 5. Only children must follow rules.

_____ 6. There are often different rules in different homes.

_____ 7. "Play with matches" is a good safety rule.

_____ 8. "No talking in the classroom" is a good, clear rule.

_____ 9. Games without rules are safe to play.

_____10. Good rules should be fair, clear and capable of being followed.

_____11. Signs help us to know the rules in our community.

_____12. Rules are an important part of the games we play.

_____13. Rules at school help us to know what we should do.

_____14. Sometimes rules stop us from doing what we want to do.

_____15. "Don't push or shove" is a good safety rule.

_____16. We have rules to protect and take care of the things we own.

LEARNING ABOUT RESPONSIBILITIES

DATE_____ NAME_____

TRUE - FALSE

_____ 1. When people are willing to accept their responsibilities, there are no problems.

_____ 2. When children complete their school work each day, they are being responsible.

_____ 3. Being responsible is important for people of all ages.

_____ 4. As children grow older, they usually have less responsibilities.

_____ 5. Rules and laws often help us to know our responsibilities.

_____ 6. Being responsible is important only when other people are involved.

_____ 7. Our responsibilities change in different situations such as home and school.

_____ 8. Parents, not only children, have many responsibilities.

_____ 9. People in all jobs and occupations have responsibilities.

_____10. The consequences of irresponsible behavior are better than those of responsible behavior.

_____11. Obeying school rules is the responsibility of only some children.

_____12. The world would be a better place in which to live if people failed to accept their responsibilities.

_____13. We have responsibilities to ourselves, as well as to others.

_____14. Responsibilities at home are often shared by all family members.

_____15. Stopping to help someone who has been hurt, is a responsible act.

_____16. Fourth and fifth graders often have more responsibilities than high school students.

_____17. People may keep money they find without first trying to locate the owner.

_____18. If you cause injury to someone, you have the responsibility of paying their medical bills.

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